



ENGAGE:

ENGAGING STUDENTS THROUGH
INNOVATIVE ASSESSMENT CHOICE
IN THE CURRENTS:
UNDERSTANDING AND
ADDRESSING GLOBAL CHANGES
COURSE

Andy Cross, 30 March 2021

Presentation Outline

- Course background
- Course Content
- Assessment
- Assessment examples
- Lessons learned

Course background

CURRENTS: UNDERSTANDING AND ADDRESSING GLOBAL CHALLENGES

- EFI's first undergraduate (elective) course
- 20 credit, level 8 - open to students across UoE
- Conceived during the 1st(!) Covid-19 lockdown
- Ran in Semester 1, AY2020/21



Course content

EXAMINING COVID THROUGH MULTIPLE DISCIPLINARY LENSES

1. Introduction - our planet, our health, our future and COVID-19
2. Understanding COVID-19 through and epidemiological and clinical lense
3. Historical lenses for responding to COVID-19
4. COVID-19 as a large scale risk for the future
5. Representation of disease, illness and health - COVID and the arts
6. The politics of pandemics
7. Rebuilding a wellbeing economy post COVID-19
8. Inequity and inequalities - what COVID-19 reveals about systemic inequity
9. The gendered face of COVID-19
10. Imagining the future - why we need to focus on children and young people post COVID-19
11. Our place in the planet - our reimagined future

Course content

COURSE DELIVERY

- Weekly (prerecorded) lectures
- Expert conversations
- Podcasts
- Tutorials

Assessment

ASSESSMENT STRUCTURE

- 3 reflective blogs
- Asset

BLOGS: described in detail the rationale, planning, design, development and delivery of the asset, including evolving thinking and planning, how they responded to the information given, etc..

ASSET: an object or 'thing' to capture and communicate the outcomes of this reflective process - using any medium of choice. Focused on one or two topics of interest.

Assessment

ASSESSMENT RATIONALE:

- Lots of information given the course, we wanted students to focus on some topics of interest, and produce/curate something that communicates an new/increased understanding of this in a much more nuanced way.
- Blogs were key to outlining the thinking behind the asset, first blog on topic or issue on course up to that point, second blog introduces theme/idea for asset, and third blog details how journey through the course informed development and delivery of asset
- Assessment was Pass/Fail
- Learning outcomes linked very closely to assessment

Assessment

LEARNING OUTCOMES:

Learning Outcome 1: Demonstrate how you have actively developed your understanding of the Covid-19 pandemic and its impact

Learning Outcome 2: Draw on and apply a range of relevant skills and disciplinary perspectives in order to understand the Covid-19 pandemic

Learning Outcome 3: Analyse and interrogate different interdisciplinary datasets to understand the impact of global challenges

Learning Outcome 4: Evaluate and critically reflect upon your approach, learning and development throughout the course

Learning Outcome 5: Communicate your understanding and lived experience of the Covid-19 pandemic

- Reflective blogs - all LO's
- Asset - LO's 3 and 5 (particularly 5)

Assessment

MARKING CRITERIA:

Reflecitve blogs:

- Critical reflection
- Clairty of thought and argument
- Content and insight
- Presentation

Asset:

- Format, communication and perspective
- Engagement and legacy

Assessment Examples

Covid!

The Card Game

Rules Reference

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Kneeling, Standing and Abilities	6

"May Play" Conditions	
Winning a Round	
Card Anatomy	
Concerns	
Events / Vaccines	
References and Image Credits	
Flavour Text References	
Image Credits	
Rulebook Image Credits	

Introduction

Covid! is a race between players to win four points, or – in game terms – to **Vaccinate** all '**Concerns**'.

2-4 Players, 10+.

Warning: the game includes sensitive content which younger players may find distressing. Themes of death, illness, poverty, domestic violence and mental illness.

You Will Need

- The 55 cards that came with your copy of *Covid!*
- Roughly 7 Trust tokens per player (not included – loose change works well)
- A coin to decide ties



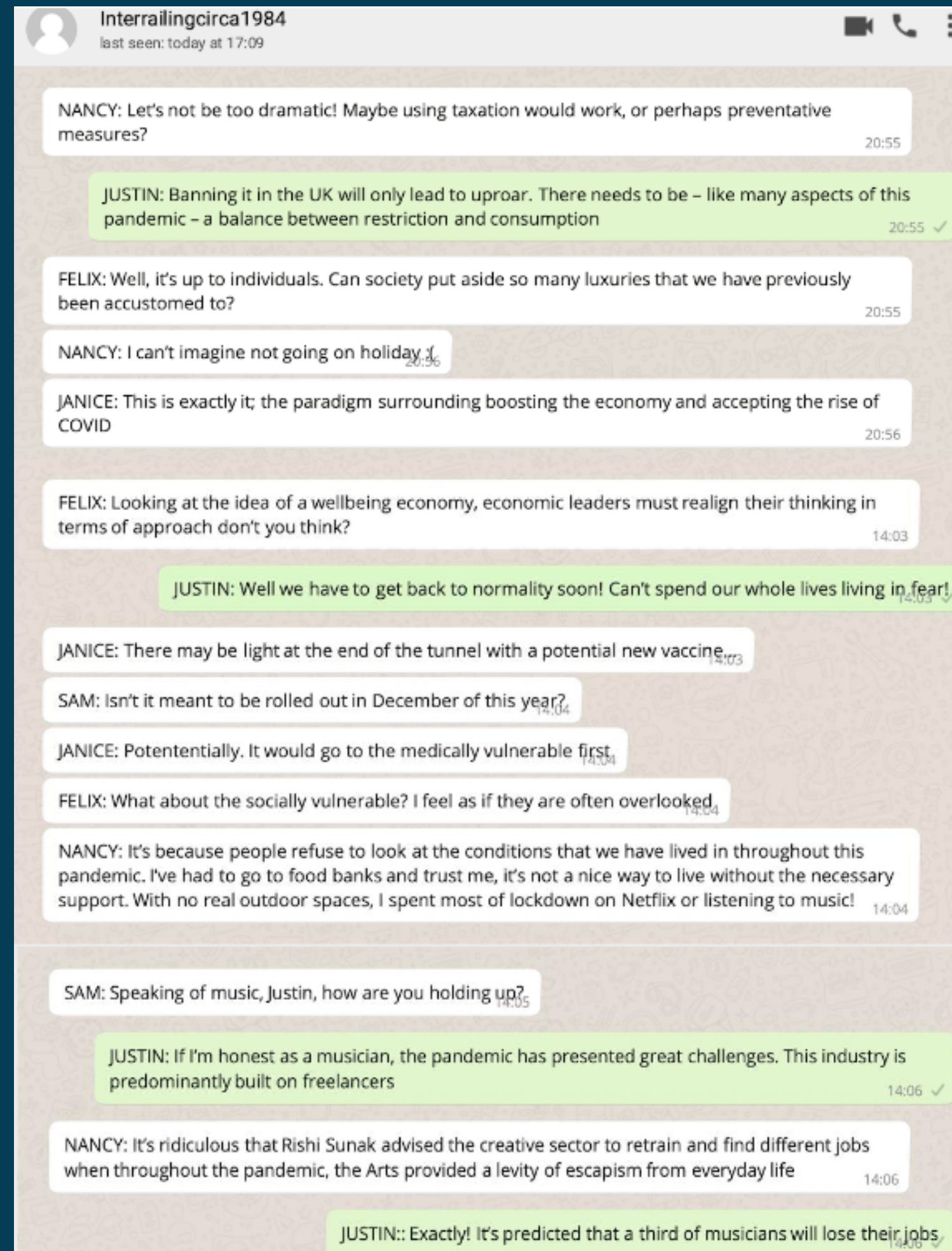
Assessment Examples

RATIONALE:

This Asset is in the form of text messages from a group chat of friends from different walks of life who are discussing the causes, effects and implications of the COVID-19 pandemic. The target audience is predominantly teenagers as colloquial language and relatable imagery is used in order to entice them into reading further. This Asset could be used as a resource for schools to teach students about COVID-19 in terms of its planetary health and other external factors. By using a small group of characters, I hope to affect the reader emotionally and encourage them to understand the pandemic in terms of individual lives. The topics throughout the Asset overlap in order to allow for a smooth flowing piece of writing.

In order to adhere to LO5 '*Communicate your understanding and lived experience of the Covid-19 pandemic*,' I have created characters with different views and ways of obtaining information in order to reflect my own learning experience and how it has evolved throughout the course. I have also included statistics and data in order to observe to LO3. At the end of the Asset, I hope for the audience to reflect on their own experience with coronavirus and to what extent they have aided the progression of society through their individual actions.

Assessment Examples



Assessment Examples

WOMEN AND COVID19

Although both men and women can be faced with the struggles described below, they are issues that women statistically are more prone to facing. The SDGs below each personal experience noted through a fictional journal entry written by women impact by COVID are ones related to that experience. This connection should be clear within the journal entries.



Victim of domestic abuse

I have to get rid of this paper as soon as I write everything down. I have nobody to talk to as my husband is constantly listening in on my conversations of others. We do live in a one bedroom flat after all, there is no space for privacy. I do not have a choice but to write it down. He thinks that I am taking a shower right now, and I am sitting on the bathroom floor. My head is throbbing from the bruise next to my eye. My husband lost his job a week ago, and since then, his temper has been worse than ever before. Its not that he has never been like this before, it is the fact that I am with him every moment of the day because of the full lockdown, and because we live in a small flat, I cannot call anyone for help since he will hear me, and he monitors all my texts and social media posts. I have no way out of this. Even if I could leave the flat, the only place I have to turn to is my parents' home but I am too afraid to put them at risk of catching the virus. Home has become the most dangerous place for me to be.



Assessment Examples

Portal

Proposal for light installation to highlight opportunities to build back better after the pandemic.



Assessment Examples

2084: A Grave New World

Dear 2020.

It has been 64 years since the virus that began it all. I am writing now to warn of the future that awaits you. As I stare from my window within the citadel, at the barren landscape that exists outside the vivarium we inhabit, I feel duty bound to do so. Our satellites show a very different world to the one you know. They show crumbling cities, overgrown with wildlife. Plants and animals have taken over much of Earth's surface. There are pods, packs, and herds the size of which had only been known by folklore, it is truly marvellous. The fact it is too late to heed this warning, and change that, is the only solace I find in our situation. Let me explain how it came to this.

The separation of people across the globe, through different ideologies, socio-economic backgrounds, and political views, was well established. Still the want for separation grew stronger. Your politics was divided, your people were divided, your quality of life, divided. There were inequalities rooted deep into the foundation of your societies. The virus did not care about your politics. The growing systemic problems did not care about your inequalities. But separate you continued to do. It was supposed to change when you cured the virus, it was another chance to move towards a better future. But you could not change.

Assessment Examples

Things I've been told about COVID-19

My mum told me the virus was spread by the Chinese,
Someone ate a bat,
and that was that.
But it's not that simple, is it mum?
No-one knows where it came from,
Where the panic, fear and chaos arose
This was a fate we hadn't chose.

You claim its 'science' but what does that mean?
Your 'science' is so vague, data analysed by politicians and those who have a
stake,
Those who don't care and will do what it takes,
To manipulate, lie, avoid and spin,
And fail to acknowledge the mess we are in.

We can't live like this forever, this we all know.
Cases in Edinburgh are in fact at a low,
Yet we still are trapped in our rooms,
Hoping for news will take us away from the gloom
Clinging to our phones, praying for a notification that will tell us that life can move
on.
But it's not that simple, is it mum?

Will I be paying for this for the rest of my life, or be forever in debt?
Will I be able to see all the friends in first year I met?
Will we ever be able to be unmasked,
Will we ever be able to grasp
That if we go to a concert, someone in the crowd might be ill
In a theatre or play,
There is no magic pill
Nothing can make us forget it all,
And yet after all of this we still stand tall

Assessment Examples

Not since the wars have we seen such community, such resilience and strength
The greatest length

We've made is our feelings towards others, towards the planet
We have an opportunity to change- coal, fast fashion, short term profiting – ban it

Think about our future and our ideals,
We have a chance to take this piece meal.
Look from the ground up, build on what was once there

But instead of being idealistic, make it come true
This is no longer just a dream for me or you
It is a reality that with work we can make it our truth,
Save the planet, plant trees, encourage the youth
To care, take part in doing what's right,
Don't lose sight
of what we can save, the world we can rebuild and we will.

Be passionate, be curious, ask questions and be true.
Review all sources, and don't fight the new
The exciting, the extraordinary,
It's all in our hands.
Take control, and you'll see mum, the future will go to plan.

Lessons Learned

- Need to create environment where students encouraged to take risks
- Assessment literacy - very new way of doing things
- Introduce assessment right at the start
- Need to balance guidance given with need to give students creative agency and freedom
- Pass / Fail - pro's and cons
- Reflection difficult for some - need lots of guidance / structure

Thanks to the Course Team!

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